

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3505 W. Milton Rd, Tucson, AZ 85746

Tucson Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06	Performing Plus
2004-05	Performing Plus
2003-04	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Marianne Hernandez
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-5
 Web Address :
 Phone Number : (520) 908-4700
 Fax Number : (520) 908-4701
 E-mail : Marianne.Hernandez@tusd1.org

Mission

Warren is a unique Professional Learning Community united by a commitment to high expectations and success for all children. Our goal is to prepare each child for the 21st century while acknowledging each child's unique talents, strengths, and challenges. Faculty and staff will establish a positive school climate, promote student discipline, collaborate, and implement best practices in order to increase student achievement.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Literacy goal: effectively implement the new Harcourt Reading Program in grades K-5. Teachers will administer the DIBELS and DRA two or three times during the school year, as well other informal assessments.
- ü Data Analysis: disaggregate test scores by school, by teacher, and by student. Data will be used to drive the instruction, and identify students who are not meeting the standards. Students will receive intervention based on deficit areas or skills.
- ü Writing: Grade level teams to articulate the writing process to bring consistency across grade levels; continue to administer monthly and quarterly writing prompts; discuss anchor papers and the characteristics of a proficient paper.
- ü SIOP Model: Use Sheltered Instruction Observation Protocol (SIOP) as the framework to make academic content more accessible for English Language learners while at the same time promoting their English language development.

Enrollment

October 1, 2005 School Year Student Enrollment : 312
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 47

Instructional Programs

- Literacy Block Program
- Structured English Immersion Program
- Low Class Size in Kinder and First Grade
- GATE Program
- Exceptional Education Program
- After School Tutoring Program
- Implement Harcourt Reading Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 40 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Warren's responsibility is to disaggregate student data to identify which students have met or have not met the standards for reading, writing, and math, teach the CORE Curriculum, and monitor student progress and achievement. Teachers are required to provide intervention for students who are falling far below. Warren has the responsibility to inform parents about the data and to report to them the progress their child is making.

Parents

Parent's responsibility is to get students to school on time daily including notifying the office when student is absent; provide a home environment in which the student can study; schedule a regular time for homework; read to or with your child; update emergency information in office; praise you child for his/her efforts; support school procedures and rules; keep open communication with faculty and staff.

Transportation Policy

Transportation is provided under the guidelines established by Tucson Unified School District. Bus transportation is provided for students who live within the Warren attendance area, and for our Special Education self-contained students. Students are required to abide by school bus safety guidelines. Failure to do so will result in suspension of a student's bus riding privileges.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
• Improving Student Achievement in AIMS Writing	2004
• Improving Student Achievement in CCSA	2003
• Improving Student Achievement in Stanford 9	2003

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	43	4704	80010	100	99	99	431	443	447	12	11	10	28	20	18	53	54	53	7	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	2282	38935	100	99	99	428	444	447	10	9	9	30	20	19	50	57	55	10	14	17
Male	23	2422	40974	100	99	98	432	441	448	13	12	11	26	21	18	57	52	52	4	15	19
African American	NC	311	4201	NC	98	99	NC	426	430	NC	20	17	NC	23	23	NC	49	51	NC	8	9
Hispanic	32	2729	34545	100	99	99	420	435	432	16	12	14	31	24	24	50	54	53	3	10	9
Asian/Pacific Islander	--	111	2068	--	97	99	--	472	474	--	5	4	--	12	10	--	54	50	--	29	36
American Indian/Alaskan Native	NC	182	3979	NC	97	96	NC	425	424	NC	15	17	NC	26	30	NC	54	47	NC	5	6
White	NC	1370	35142	NC	99	99	NC	462	465	NC	6	5	NC	12	11	NC	57	56	NC	26	28
Students with Disabilities	NC	594	10161	NC	94	93	NC	415	419	NC	30	28	NC	27	28	NC	37	36	NC	6	8
Students without Disabilities	38	4110	69849	100	100	100	433	446	451	11	8	7	26	19	17	55	57	56	8	16	19
Limited English Proficient Students	NC	739	14013	NC	98	97	NC	410	413	NC	27	24	NC	35	34	NC	35	39	NC	3	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	30	2469	39029	100	99	98	426	435	432	10	12	14	27	24	25	60	54	52	3	9	9
Non-Economically Disadvantaged	13	2235	40981	100	99	100	441	451	462	15	9	6	31	16	13	38	54	54	15	20	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	43	4701	79438	100	99	98	441	446	451	12	10	9	30	27	24	51	55	56	7	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	2284	38775	100	99	99	442	453	457	15	8	7	25	24	22	55	58	58	5	11	13
Male	23	2417	40560	100	99	97	440	440	446	9	13	12	35	29	25	48	52	54	9	6	9
African American	NC	311	4178	NC	98	98	NC	436	439	NC	16	13	NC	30	29	NC	50	52	NC	5	6
Hispanic	32	2723	34297	100	99	99	430	438	434	16	12	14	31	30	31	50	52	50	3	5	5
Asian/Pacific Islander	--	111	2063	--	97	99	--	474	475	--	4	3	--	14	15	--	65	63	--	17	20
American Indian/Alaskan Native	NC	186	3940	NC	99	95	NC	432	429	NC	14	14	NC	34	36	NC	49	47	NC	3	3
White	NC	1369	34887	NC	99	98	NC	465	471	NC	5	4	NC	18	15	NC	62	63	NC	15	18
Students with Disabilities	NC	585	9588	NC	93	88	NC	410	416	NC	30	30	NC	36	32	NC	32	34	NC	3	5
Students without Disabilities	38	4116	69850	100	100	100	445	451	456	11	8	7	29	25	23	53	58	59	8	9	12
Limited English Proficient Students	NC	734	13856	NC	98	96	NC	403	407	NC	29	27	NC	44	43	NC	26	29	NC	0	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	30	2460	38685	100	98	97	435	437	435	10	12	14	30	30	32	60	53	50	NA	4	5
Non-Economically Disadvantaged	13	2241	40753	100	99	99	453	456	467	15	8	5	31	23	16	31	57	62	23	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	43	4706	79971	100	99	99	431	420	423	NA	7	8	42	43	41	58	48	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	2287	38974	100	99	99	438	432	437	NA	5	5	35	36	33	65	57	57	NA	2	4
Male	23	2419	40895	100	99	98	426	408	410	NA	9	10	48	50	47	52	40	41	NA	1	2
African American	NC	311	4203	NC	98	99	NC	407	411	NC	12	11	NC	45	45	NC	42	43	NC	1	2
Hispanic	32	2724	34481	100	99	99	425	416	410	NA	7	10	47	46	46	53	46	43	NA	1	1
Asian/Pacific Islander	--	113	2067	--	98	99	--	438	449	--	6	4	--	37	28	--	51	60	--	5	8
American Indian/Alaskan Native	NC	185	3995	NC	98	96	NC	414	409	NC	9	10	NC	43	47	NC	49	42	NC	NA	1
White	NC	1373	35150	NC	99	99	NC	430	437	NC	5	5	NC	38	35	NC	54	56	NC	3	5
Students with Disabilities	NC	604	10258	NC	96	94	NC	373	377	NC	22	23	NC	55	51	NC	23	25	NC	1	1
Students without Disabilities	38	4102	69713	100	99	100	436	426	429	NA	5	5	39	41	39	61	52	52	NA	2	3
Limited English Proficient Students	NC	741	13985	NC	99	97	NC	378	382	NC	19	18	NC	56	54	NC	25	27	NC	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	30	2467	38994	100	99	98	431	414	409	NA	8	10	43	47	47	57	45	41	NA	1	1
Non-Economically Disadvantaged	13	2239	40977	100	99	100	431	427	437	NA	6	5	38	39	34	62	53	56	NA	2	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	51	4554	80147	100	98	99	464	474	482	12	13	11	35	20	17	45	48	49	8	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	2200	39281	100	98	99	457	475	483	5	11	9	50	22	17	40	48	50	5	19	24
Male	31	2352	40780	100	97	98	468	473	482	16	14	12	26	19	17	48	48	48	10	18	24
African American	NC	314	4249	NC	97	99	NC	463	464	NC	18	17	NC	19	22	NC	49	48	NC	14	13
Hispanic	38	2529	33494	100	98	99	462	466	466	11	15	15	39	24	23	39	47	49	11	14	14
Asian/Pacific Islander	--	109	2103	--	99	99	--	508	515	--	7	4	--	6	8	--	49	44	--	39	45
American Indian/Alaskan Native	NC	219	4117	NC	95	96	NC	447	456	NC	25	19	NC	31	27	NC	37	46	NC	7	8
White	NC	1383	36122	NC	98	99	NC	492	501	NC	7	5	NC	14	10	NC	51	50	NC	28	35
Students with Disabilities	11	589	10295	100	88	92	429	439	443	36	35	33	36	26	26	27	34	33	NA	6	8
Students without Disabilities	40	3965	69852	100	100	100	467	479	488	5	10	7	35	20	16	50	50	51	10	21	26
Limited English Proficient Students	NC	669	12722	NC	97	97	NC	439	441	NC	27	27	NC	35	33	NC	34	37	NC	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	33	2431	38371	100	97	97	470	464	465	12	16	15	33	24	23	42	47	49	12	13	13
Non-Economically Disadvantaged	18	2123	41776	100	98	100	451	485	498	11	9	6	39	16	11	50	49	49	NA	25	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	51	4563	79686	100	98	98	454	463	470	10	13	11	37	27	24	51	53	57	2	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	2214	39163	100	99	99	465	468	475	10	10	9	30	25	22	55	57	60	5	8	10
Male	31	2347	40438	100	97	97	447	457	465	10	16	13	42	30	25	48	49	54	NA	5	7
African American	NC	318	4228	NC	98	98	NC	454	458	NC	19	15	NC	27	28	NC	49	53	NC	5	4
Hispanic	38	2525	33299	100	98	98	451	454	452	13	16	17	37	32	32	50	48	47	NA	4	3
Asian/Pacific Islander	--	109	2097	--	99	99	--	484	490	--	6	5	--	12	13	--	73	68	--	8	14
American Indian/Alaskan Native	NC	223	4087	NC	97	96	NC	445	446	NC	21	16	NC	35	38	NC	43	44	NC	2	2
White	NC	1388	35914	NC	99	98	NC	482	489	NC	6	5	NC	19	15	NC	63	67	NC	12	14
Students with Disabilities	11	593	9808	100	88	87	381	425	432	27	37	35	27	32	32	45	28	30	NA	3	3
Students without Disabilities	40	3970	69878	100	100	100	462	468	475	5	9	8	40	27	23	53	57	61	3	7	9
Limited English Proficient Students	NC	666	12594	NC	97	96	NC	420	422	NC	34	34	NC	47	45	NC	19	21	NC	0	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	33	2438	38095	100	98	97	457	452	452	12	17	17	36	32	32	48	48	48	3	3	3
Non-Economically Disadvantaged	18	2125	41591	100	98	99	449	475	486	6	9	6	39	23	16	56	59	65	NA	10	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	51	4592	80372	100	99	99	481	474	475	2	4	4	24	31	30	75	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	2219	39452	100	99	99	490	485	488	NA	3	3	15	22	22	85	72	72	NA	2	3
Male	31	2371	40836	100	98	98	476	463	464	3	5	6	29	38	37	68	56	56	NA	1	1
African American	NC	319	4264	NC	98	99	NC	459	465	NC	8	5	NC	33	35	NC	57	59	NC	2	1
Hispanic	38	2551	33608	100	99	99	482	469	462	3	5	6	21	33	36	76	61	57	NA	1	1
Asian/Pacific Islander	--	110	2098	--	100	99	--	487	500	--	3	2	--	19	16	--	76	75	--	2	7
American Indian/Alaskan Native	NC	224	4128	NC	97	97	NC	462	464	NC	5	4	NC	37	39	NC	58	56	NC	NA	1
White	NC	1388	36213	NC	99	99	NC	486	489	NC	2	2	NC	26	22	NC	69	72	NC	3	3
Students with Disabilities	11	628	10526	100	93	94	393	427	427	9	14	15	45	53	53	45	32	31	NA	1	1
Students without Disabilities	40	3964	69846	100	100	100	490	480	482	NA	3	3	18	27	26	83	69	69	NA	2	2
Limited English Proficient Students	NC	674	12747	NC	98	97	NC	426	432	NC	14	12	NC	51	52	NC	34	36	NC	0	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	33	2454	38521	100	98	98	485	463	461	3	6	6	18	35	38	79	59	55	NA	1	1
Non-Economically Disadvantaged	18	2138	41851	100	99	100	474	485	489	NA	2	3	33	26	22	67	69	72	NA	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	62	4552	79306	100	98	99	476	496	504	15	16	13	35	23	20	48	47	49	2	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	2186	38845	100	98	99	479	496	505	18	14	11	30	24	20	48	49	50	3	14	18
Male	29	2365	40383	100	97	98	473	496	504	10	18	14	41	22	19	48	45	47	NA	15	19
African American	NC	277	4171	NC	99	98	NC	484	485	NC	21	20	NC	24	26	NC	46	44	NC	9	10
Hispanic	49	2530	32673	100	98	99	477	485	487	12	19	18	39	27	25	47	45	46	2	9	10
Asian/Pacific Islander	--	131	2147	--	98	99	--	532	539	--	5	5	--	11	10	--	49	46	--	35	40
American Indian/Alaskan Native	NC	194	4034	NC	100	97	NC	469	479	NC	31	22	NC	27	29	NC	41	43	NC	2	7
White	NC	1420	36234	NC	97	99	NC	517	523	NC	8	6	NC	16	13	NC	51	52	NC	25	28
Students with Disabilities	14	573	10286	100	85	91	464	456	462	14	44	41	36	29	27	50	23	27	NA	3	5
Students without Disabilities	48	3979	69020	100	100	100	478	501	510	15	12	9	35	22	18	48	50	52	2	16	21
Limited English Proficient Students	NC	593	10291	NC	96	96	NC	456	458	NC	41	38	NC	32	34	NC	26	26	NC	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	39	2380	37437	100	98	97	473	484	486	15	20	19	36	26	26	49	45	46	NA	9	9
Non-Economically Disadvantaged	23	2172	41869	100	98	100	481	508	521	13	11	7	35	18	14	48	49	51	4	21	27

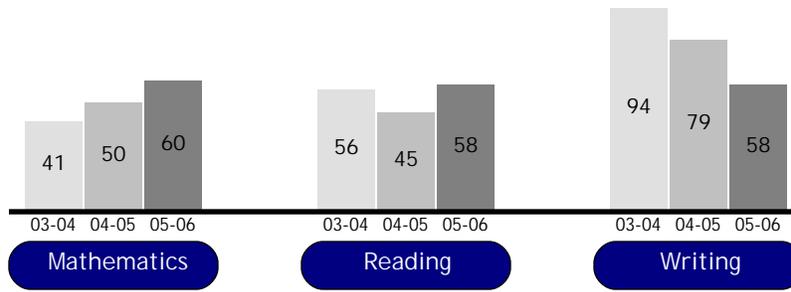
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	62	4596	79000	100	99	98	476	483	489	5	11	10	40	28	24	50	54	58	5	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	2204	38774	100	99	99	481	488	494	6	7	7	33	27	22	52	57	61	9	8	10
Male	29	2391	40150	100	98	98	471	479	485	3	14	12	48	28	25	48	53	55	NA	6	8
African American	NC	279	4153	NC	99	98	NC	477	476	NC	15	13	NC	25	30	NC	53	53	NC	7	4
Hispanic	49	2553	32508	100	99	98	475	473	472	6	13	15	41	34	33	49	49	49	4	4	3
Asian/Pacific Islander	--	134	2142	--	100	99	--	503	510	--	3	4	--	21	14	--	63	67	--	13	16
American Indian/Alaskan Native	NC	195	4016	NC	100	96	NC	467	467	NC	13	14	NC	39	37	NC	46	46	NC	2	2
White	NC	1435	36135	NC	98	98	NC	503	508	NC	6	4	NC	17	14	NC	64	67	NC	13	15
Students with Disabilities	14	617	9991	100	91	88	442	442	449	7	38	33	50	37	36	43	24	29	NA	2	2
Students without Disabilities	48	3979	69009	100	100	100	481	489	495	4	7	6	38	26	22	52	59	62	6	8	10
Limited English Proficient Students	NC	604	10199	NC	97	95	NC	439	439	NC	34	35	NC	47	47	NC	18	18	NC	0	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	39	2403	37234	100	98	97	470	472	472	8	14	15	46	34	33	44	49	50	3	3	3
Non-Economically Disadvantaged	23	2193	41766	100	99	99	487	495	505	NA	8	5	30	21	16	61	60	65	9	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	62	4607	79611	100	99	99	523	500	496	2	5	7	16	36	37	82	58	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	2206	39016	100	99	99	528	514	511	3	3	4	12	26	29	85	70	66	NA	1	1
Male	29	2400	40519	100	99	98	516	488	482	NA	7	10	21	44	44	79	48	46	NA	0	0
African American	NC	279	4188	NC	99	98	NC	495	486	NC	6	9	NC	42	40	NC	51	50	NC	0	0
Hispanic	49	2557	32855	100	99	99	521	495	481	2	6	10	14	39	43	84	55	47	NA	0	0
Asian/Pacific Islander	--	134	2149	--	100	100	--	524	519	--	2	4	--	28	24	--	69	70	--	1	2
American Indian/Alaskan Native	NC	192	3992	NC	99	96	NC	489	478	NC	5	10	NC	45	46	NC	49	44	NC	1	0
White	NC	1445	36380	NC	99	99	NC	510	511	NC	4	4	NC	29	30	NC	66	65	NC	1	1
Students with Disabilities	14	643	10664	100	95	94	477	442	440	7	20	23	29	57	54	64	22	22	NA	1	1
Students without Disabilities	48	3964	68947	100	100	100	528	509	504	NA	3	4	13	32	34	88	64	61	NA	0	1
Limited English Proficient Students	NC	609	10362	NC	98	97	NC	448	438	NC	17	22	NC	58	57	NC	25	21	NC	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	39	2415	37626	100	99	98	518	492	479	3	6	10	18	41	45	79	52	45	NA	0	0
Non-Economically Disadvantaged	23	2192	41985	100	99	100	530	510	511	NA	4	4	13	30	30	87	65	65	NA	1	1

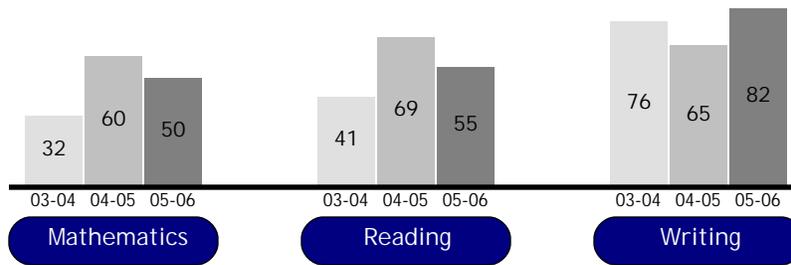
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	89	29	NA	58	100	46	43	47	91	43	44	46
	Language	93	30	45	50	100	48	42	47	91	48	44	48
	Mathematics	93	26	56	64	100	44	48	50	91	39	50	52
3	Reading	95	39	NA	55	92	27	41	44	98	39	43	46
	Language	95	48	56	61	92	31	40	44	98	43	43	46
	Mathematics	95	46	53	61	92	35	47	51	98	43	48	52
4	Reading	85	49	NA	56	97	35	43	48	86	41	46	52
	Language	85	48	45	52	97	34	44	49	86	41	48	52
	Mathematics	85	46	50	61	94	36	48	53	86	43	52	58
5	Reading	88	48	NA	55	88	47	46	50	87	48	50	56
	Language	88	46	41	49	88	47	46	50	87	43	50	54
	Mathematics	88	50	53	63	87	47	45	49	87	35	48	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Increasing Student Achievement
- Ü Increase Parent Involvement
- Ü Budget
- Ü Hiring Committee
- Ü Safety Concerns
- Ü Amend Constitution Bylaws, if needed

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	15.00
Other Professional Staff	5.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	2	2	0	0
7 to 9 years	0	1	0	0
10 or more years	4	9	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	15
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	13%

Resources Available at School Site

Special Facilities

- Ü Librarian collaborates with staff.
- Ü Title I Assistance
- Ü Families Check Out Library Books.

Extracurricular Activities

- Ü After School Recreation
- Ü Community Service Opportunities
- Ü Student Council
- Ü Girls Scout

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü After School Program
- Ü Clothing/Food Banks
- Ü Full Time Counselor
- Ü Part-time Social Worker

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Warren has met attendance goal. For seven years our attendance goal was in the 92% range. Our attendance record at the end of 2004-05 school year was 93.5% This is a major accomplishment for Warren.

- ü The students, parents, teachers and support staff have created a learning environment that is friendly, productive, and successful. Warren has implemented a school-wide discipline plan that is working.

- ü Laurie Elling, Instructional Coach was selected 'Teacher of the Year' for 2005-2006.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	96	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Warren ensures a safe and healthy environment by: students receive a copy of the Guidelines for Student Rights and Responsibilities; School Handbook with Warren's Bill of Rights; school wide discipline plan; hall monitors; Discipline referral/tickets; students able to earn wildcat ticket for drawing when they practice being safe, responsible, respectful or ready to learn; D.A.R.E. Officer presents lessons with K-5 students; teachers continue to work on Life Skills on a daily basis.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Marianne Hernandez	(520) 908-4700
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Patricia Aranda-Avalos	(520) 908-4700
School Nutrition Programs	Lori Bolin	(520) 908-4700
Parent Organization	Boosters	(520) 908-4700
Student Health/Nurse	Rita Bradford	(520) 908-4700

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.